

PRELIM 2

Burkina Faso: BETA (Burkina English Teachers' Association) with **Lila***

August 2022

Project background

Partnership overview		
Course overview	ETA partner	Burkina Faso - BETA
	UKI partner	LILA*
	Course length	12 wks
	Number of groups/cohorts	2 group / 1 cohort
Participant profile	Total number of CPs	25 / 25 (average of 10 people attending the lessons)
	Language level(s)	B2 - C1
	CPs' teaching context	Primary, Secondary and Further Education
Mode of delivery	Synchronous platforms used	Zoom
	Synchronous session length	90 minutes
	Synchronous session frequency	twice a week
	Asynchronous workload	approximately 2 hours a week via google classroom and WhatsApp
Course content	Language development focus	Pronunciation, sub-skill focus
	Methodology focus	Primarily methodology focus (TBL, inductive presentation methods)
	Technology focus	Padlet, Google Classroom, Whatsapp

Description of the partners

LILA* is a medium-sized independent language school situated in the centre of Liverpool. Prior to Covid LILA* operated with an average of 18 teachers, this has been reduced to 6 permanent teachers at the time of writing. Primarily, LILA* operates as a school for General English and exam preparation classes for adults and also as a CELTA teacher training centre.

Burkina English Teachers Association (BETA), is a nonreligious, non-political, and non-profit association aiming at promoting the teaching of English in Burkina Faso and the sharing of good teaching practices, experiences, and resources among English teachers.

Key features of the context

Key to this course was to introduce a significant percentage of it as asynchronous. One reason for that was due to the poor connectivity infrastructure in Burkina Faso. Furthermore, it was felt that previous asynchronous content was not fit for purpose so a new approach was needed to ensure the content was

functional and practicable for both the CPs and the tutors setting the work. Research was done initially in discussion with the CoP and then by LB, a senior teacher within LILA*, who ultimately opted for Google Classroom as it is free, intuitive and records course progress data.

Outline of the course and rationale

The initial course outline was for 2 different groups studying for 12 weeks each, with each one doing 60 minutes twice a week synchronous content and approximately 90 minutes of asynchronous content. However, this ultimately changed to 90 minutes of synchronous content as 60 minutes of content felt rushed and insufficient.

The days and times allocated for the synchronous zoom meetings were decided according to a survey done with the course participants prior the start of the course. Our initial suggested timetable and syllabus was amended to better suit the needs of the CPs enrolled.

The course aimed to cover the four skills, grammar and pronunciation. The sessions did not only focus on helping the participants to improve their English competence and confidence but also to revisit some methodology content. The sessions were designed in a way that the participants could practise their English as well as analyse the stages of a lesson.

Project findings

It was observed that Burkinabe teachers have a relatively high level of English meaning that a modern methodological focus was preferred over specific language instruction. CPs did state that pronunciation was an area in which further practice and presentation was required. However, there was more interest in the theory of pronunciation and reflection on how and why English pronunciation works as it does than targeted training in isolated sounds. Another concern which was raised was regarding class management. It was stated that teachers need to work with a large number of students in one classroom. Therefore, the sessions shifted its aim to better suit their context and discussions were necessary to think of tactics to cope with their reality.

Working in partnership

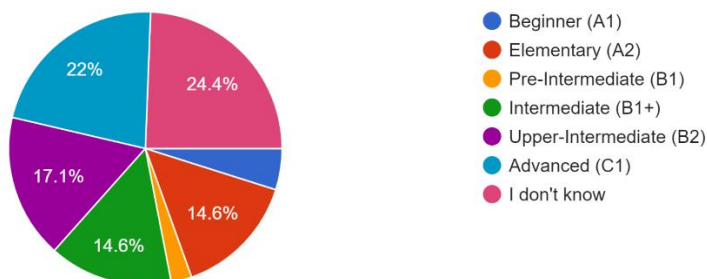
The ETA's role in the development and implementation of the course was 2-fold in that they were active in the recruitment of the CPs and sharing their expectations of the content of the course. All recruitment for the course was carried out by the ETA which proved to be crucial in ensuring the course was accessed by those most in need. Beyond recruitment, the ETA carried out mid and end of course feedback and reported back to LILA*. A member of BETA was present for the initial Welcome and final Closing ceremony. The feedback provided was largely subjective, but worked well in partnership with the more specific feedback carried out by LILA*.

The communication with the ETA was mainly via email. They ensured to give us the details we needed regarding the condition in Burkina Faso, where political and connectivity issues had to be addressed promptly. According to the BBC News, "it is the fourth coup in West Africa in the last 17 months.". The unrest followed months of anti-government protests demanding the president's resignation. A coup d'état

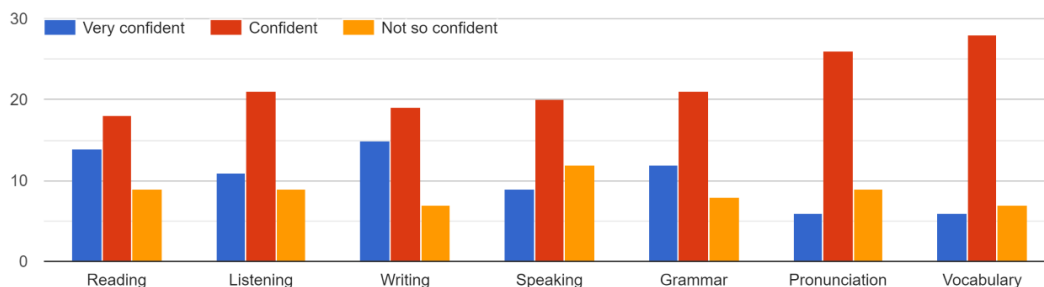
was launched in Burkina Faso on 23 January 2022. In consequence, some lessons needed to be postponed.

What is your level of English?

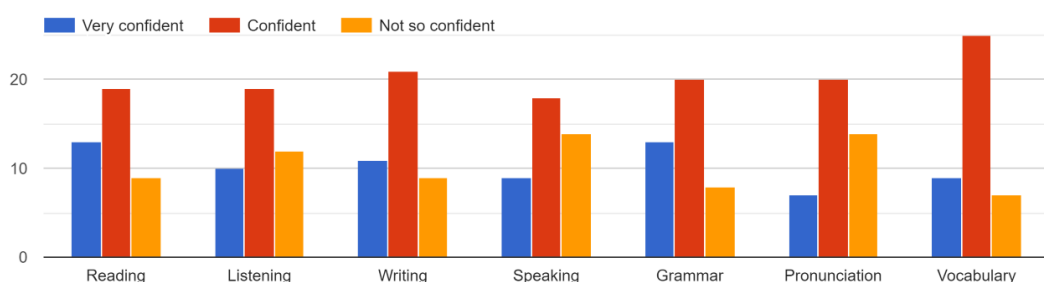
41 responses



How confident do you feel with your ... ?



How confident do you feel teaching ... ?



Working within the CoP

A highlight of Prelim is how the CoP are brought together to share ideas and methods. In addition to the scheduled whole CoP meetings, LILA* communicated with one or two schools in particular with a strong relationship between Lila and CELT (Cardiff) being forged. Further to sharing advice, methods and concerns with the Prelim project, LILA* invited staff members from CELT to an internal workshop on using Google Classroom, the chosen platform for asynchronous activities on the course. Further collaborations

have taken place with the DoS of CELT assisting in some aspects of course content beyond Prelim and a scheduled podcast/interview with QE in the coming weeks. We expect this strong working relationship between the schools to continue.

Working with the CPs

A significant consideration to be made when working with Burkinabe teachers is the nature of their employment. That is, many teachers teach primary, secondary and FE so course design had to reflect this by catering not only to one sector but designing tasks, lessons and projects that would build confidence in a variety of classroom settings for each CP. Many CPs would one week reflect on the nature of their lessons for primary level children, only the following week to be concerned with secondary or FE English learners.

Working with CPs in Burkina Faso has provided invaluable insights into the working practices, difficulties faced and highlights of practising English teachers. The sessions gave them the opportunity to share their thoughts and concerns about their working conditions. It was also a chance for both CPs and tutors to discuss different approaches to use in varied backgrounds. Burkinabe teachers are used to working with very large classes (approximately 100 students) and being able to discuss classroom management and students preferences gave them the possibility to have ideas to deal with their current situation.

Designing/delivering the course

Truly a team effort, teachers with little to no teacher training experience were invited to offer input and content based on their personal experiences and past difficulties. Whilst some were content to leave it at that, at least 2 teachers who have not had any teacher training experience came forward and went beyond offering content to present said content.

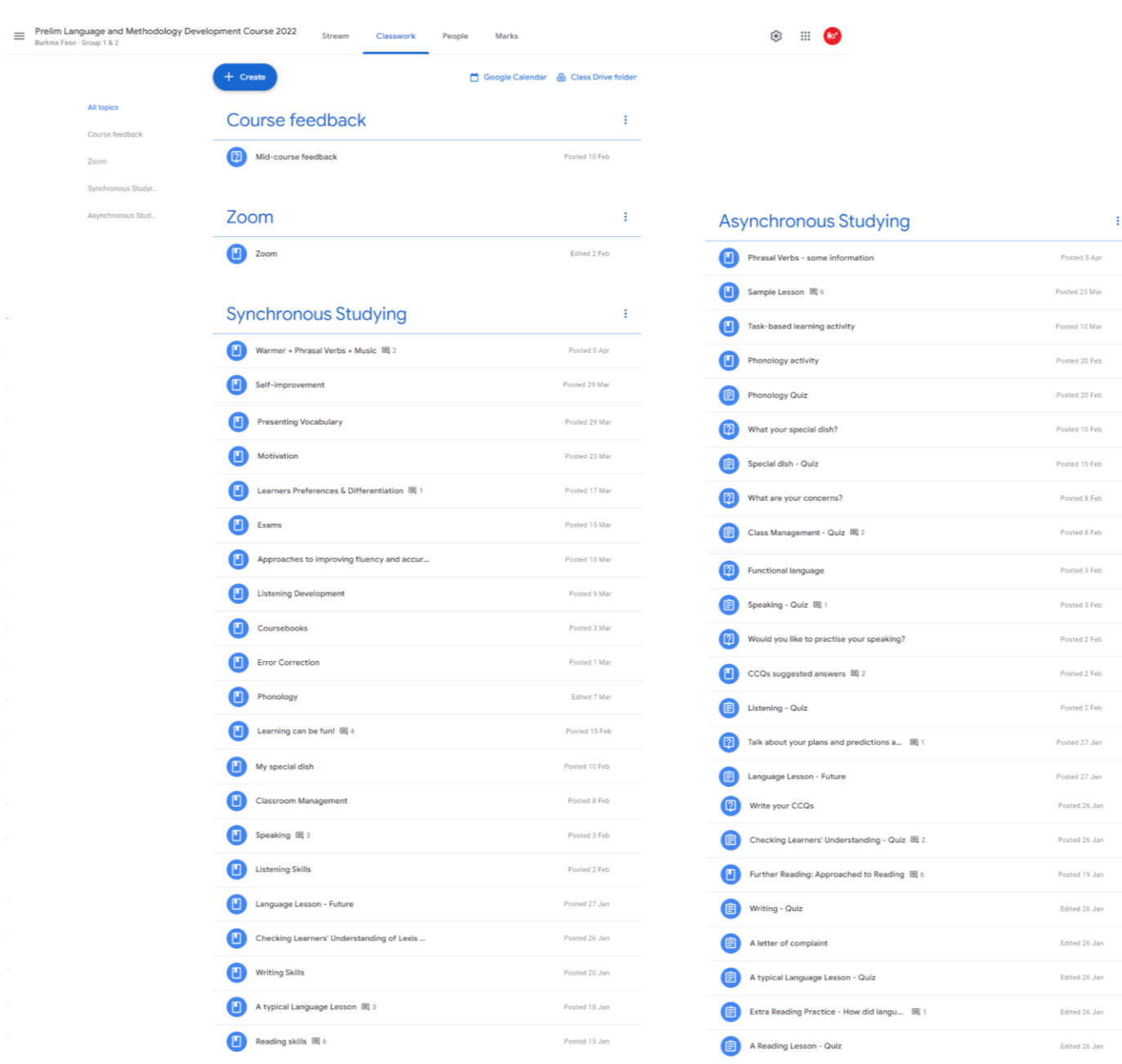
The asynchronous content was perceived as a highlight of the course. Previous projects have made some use of this, but work was needed to ensure it was accessible and functional whilst not occupying too much time for the tutor who presented the tasks. By using Google Classroom, activities were well organised and the platform allows for plenty of data to be pulled from it. Furthermore, it acted as a messenger board for teachers in the UK and Burkina Faso to share their pleasures and pains. Due to accessibility, WhatsApp was adopted and proven to be the preferred platform for prompt type of communication on account of its practicality.

An example of where training was adapted to suit young learners as well as secondary and FE students was in the implementation of inductive teaching materials such as guided discovery, CCQs and form manipulation tasks. The perception is that these are only suited to adult learners but by working with the CPs and using their expertise, as a group we explored how to make these questions fun and engaging. The group was able to share ideas and create concept checking questions and worksheets that better lend themselves to children. For example, using true/false statements and making the activity into a game (stand up for true, sit down for false). The CPs soon established that while many modern teaching methods cater to adult learners, they can relatively simply be adapted to suit younger learners without detracting for their purpose

Another important consideration to be made is the poor connectivity infrastructure. It was then decided to record every session and make them available on Google Classroom, in case any of the participants had missed any of the sessions.

Due to the nature of their employment and working hours, it was vital to ascertain a time that not only fitted in with a busy working day, but also considered that many had busy family lives following a day's work. Ultimately, the lessons took place relatively late in the evening for the CPs. However, this didn't prove problematic as many teachers reflected on the fact that professional development was hard and/or expensive to come by so were genuinely enthusiastic about the opportunities to expand their professional knowledge.

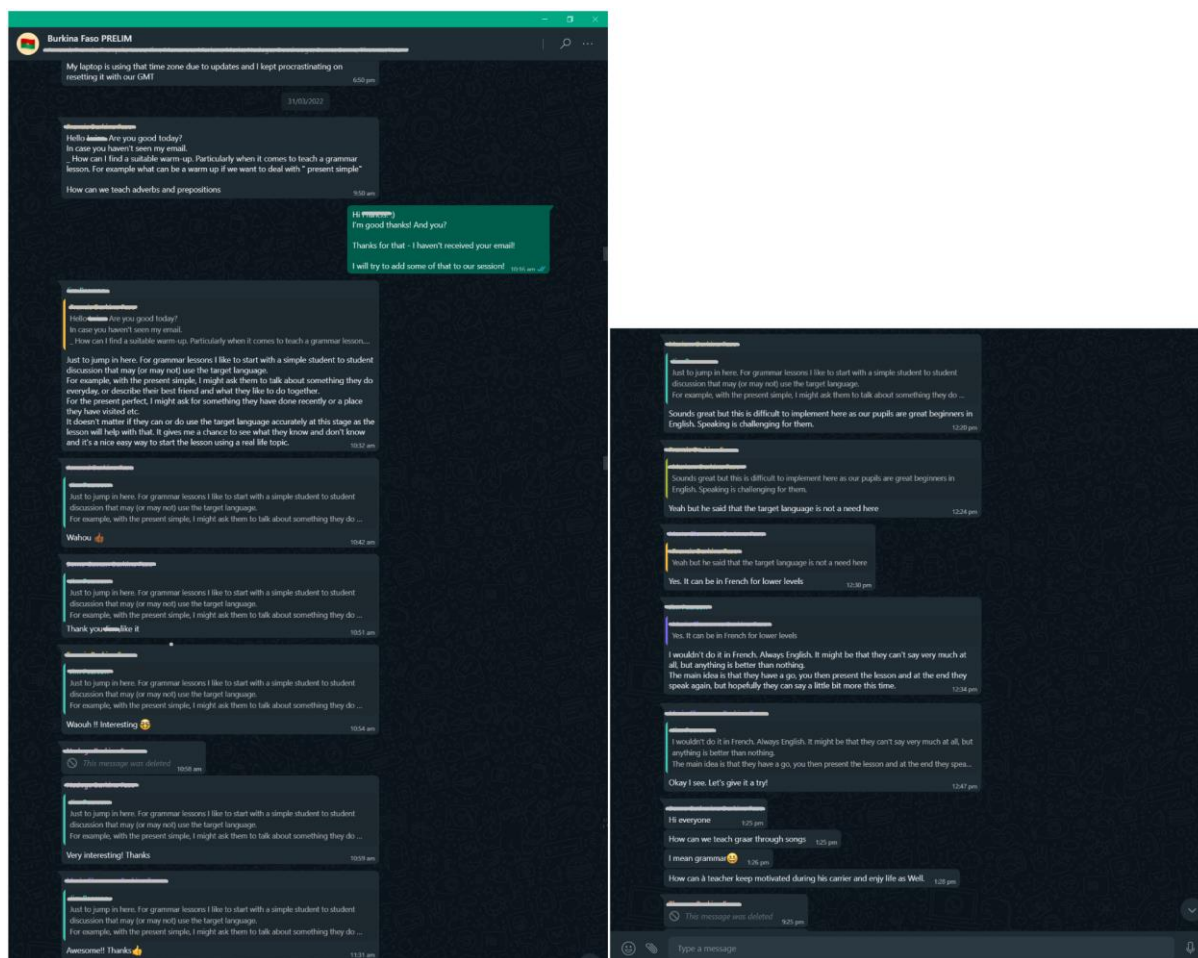
The groups were initially divided by level and confidence. In order to best meet attendance capacity, however, the groups were then merged and the sessions were adapted to suit the different levels and needs.



Picture of Google Classroom - Classwork - Burkina Faso

Stream		Classwork		People		Marks													
No due date Phonology Quiz out of 115	No due date Mid- course...	No due date What your special... out of 100	No due date Special dith - Quiz out of 150	No due date What are your...	No due date Class Manage... out of 100	No due date Functional language out of 100	No due date Speaking - Quiz out of 200	No due date Would you like to... out of 100	No due date Listening - Quiz out of 100	No due date Talk about your pri... out of 100	No due date Language Lesson... out of 100	No due date Write your CCQs out of 100	No due date Checking Learnin... out of 100	No due date A letter of complaint out of 100	No due date Writing - Quiz out of 100	No due date A typical Langag... out of 100	No due date Extra Reading... out of 100	No due date A Reading Lesson... out of 100	
89.09	N/A	100	120.83	N/A	86.82	100	167.27	100	95	100	73.33	77.5	75.29	100	92.14	91.67	63.75	79	
															100				
110			130					140	100	100	85	60	73	100	85	100		100	
					50														
105		100	110	Handed in	65					100	70		70		100	85		60	
60		100	140	Handed in	105	100	190	100	90	100	85	50	85		85	100	65	80	
		100	120	Handed in	95	100	150	100	90		70	80	72	100	85	100		60	
						100	150	100		100	70	50	40	100	100	45			
100	Handed in	100	150	Handed in	90	100	200	100	90	100	100	100	100	100	100	100	88	80	
100			110		90	100	140	100 Not handed in	100		40	90	73	100	100	85	52	80	
45			70			100	110	100			55		58						
				Handed in	85														
95			130					100		100			85		100	85			
		100	150	Handed in	90	100	200		100	100	70	100	85		100	100			
85							190						70			100			
110		100	120		105		190		100	100	85	90	85		90	100		70	
75			80		85			100		100	85				60			80	
95			140		95		180		90				85	100	100	100	50	100	
													73					80	
		100									65				85				

Picture of Google Classroom - Grades - Burkina Faso



Picture of What'sApp group interaction - Burkina Faso course participants

Course outcomes

As a result of Prelim, LILA* staff have shown themselves to be resourceful, and keen to develop their own skill set and confident in their delivery of teacher training to others. It allowed the selected teachers to aid with the development and delivery of the project. Prelim 2 allowed a teacher (LB) to take more of a leadership role and manage the majority of the project, from recycling, revising, amending materials and content to assigning roles with the teaching staff at LILA* and supplying training to staff and colleagues from other schools. This progress has served to reaffirm that the course has given plenty of opportunity for LILA* staff to build their own confidence and broaden their horizons.

Regarding CPs' outcomes, feedback suggests that they did benefit from the course and whilst confidence was high initially, the course exposed areas of their teaching that some had never encountered and for others served as needed revision. For example, using concept checking questions was new to the majority of teachers, as was the use of guided discovery and form manipulation.

Several CPs have questioned the tutors about taking a CELTA course at Lila* and working abroad as a result of Prelim. They voiced their appreciation of the methods presented and the tutors' experiences and knowledge. Burkinabe teachers' experience of CPD varied greatly with a few stating that they have access to developmental conferences and workshops whilst others have had little since their initial training. Many

were keen to experience training from abroad to compare and contrast with their personal experiences within the Burkinabe education system.

Choose the best option for you



These results demonstrate that continued professional development in these areas is needed but in all, the main outcome of increasing confidence has been at least partially achieved.

Emergent learning

Prior to the project, asynchronous content had been used to support courses. However, there was an over reliance on the teacher who created the work to also mark the work. Furthermore, the delivery was time-consuming and often lost amongst busy working teachers' emails. Therefore, a method where all staff, including those not directly involved in the project, could contribute and whereby the work could ideally be self-marked or sample answers provided, was preferred. After reviewing several platforms (Moodle, Zoom, WhatsApp) Google Classroom was chosen as it offered everything that was needed, albeit a simplified version of some of the paid-for platforms. Following positive feedback from the CPs, LILA* will make greater use of Google Classroom in future projects and as additional resources for existing students.